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Funding Spectrum Guide

Indian Education for All



The 2007 Regular and Special Legislative Sessions provided a continuation of school funding directed toward the implementation of Indian Education for All (IEFA). This guidance is designed to provide a snapshot of activities in which schools can meaningfully utilize this funding to meet the Legislature's intent. This list is not exhaustive and is purposely open-ended. It is meant to spark discussion and imagination – the actual decision is a local one.

Implementing change such as this takes time and we should not expect that the mission of including Indian content in classrooms will happen overnight. It will take all of Montana's educators, working together over several years, to make this constitutional promise a reality. The key is to take small bites of the apple, and, above all, do not fear trying new ideas or including new content.

A good place to begin is to survey school staff to measure their content knowledge and readiness to teach about Indians. Professional development should be ongoing and designed to increase teacher knowledge about Indian topics. As teacher knowledge increases, expand the professional development opportunities to reflect their needs. Applying the survey again will yield new results that would assist with this process.

A good beginning also includes positive leadership. Superintendents and school board members must understand the basis of IEFA and carry its message with optimism and confidence in order for implementation to be successful. Take the time to read about the issues and take advantage of professional development opportunities related to Indian education. Find suggested conferences and resources about Indian Education on the Office of Public Instruction (OPI) Web site: [http:// www.opi.mt.gov/IndianEd](http://www.opi.mt.gov/IndianEd).

If your school receives a small amount of funding, think about creating cooperatives with other schools in the area to carry out this responsibility. Work with educators who have successfully implemented Indian content into their classrooms. Collaborate with tribal education departments and Indian educators. Watch the OPI Indian Education Web site for continuous updates and new information. If your school is fortunate to receive a large amount of funding, it is paramount to develop a sequential plan for IEFA in your district that includes integrated and interdisciplinary curriculum in addition to ongoing, job-embedded professional development for your staff.

Here's how the money works –

Continuing Appropriation

During the 2007 Special Legislative Session, local districts received the continuing \$20.40 per-ANB from the 2005 Legislative Session. This continuing payment goes into the school's general fund and must be allocated within the biennium to implement IEFA in the district.

One-Time-Only Appropriation

Local districts will also receive a \$10 per-ANB one-time-only (OTO) payment, with a minimum of \$500 per district. This OTO payment will be paid in August 2007 and August 2008. The OTO payment will be deposited in the miscellaneous programs fund (15) using revenue source code 3650. The money may not be transferred to any other fund. There is no time limit on the expenditure of these OTO funds.

Accountability Language for all IEFA Appropriations

Expenditures for all IEFA funds should be tracked using program 365. School districts are required to file an annual report to the OPI that specifies how the IEFA funds were expended. The OPI will collect this annual report through the Annual Data Collection (ADC) and the Annual Trustees Financial Summary.

Additionally, during the 2007 Special Legislative Session, expenditures for all IEFA funds were limited to “curriculum development, providing curriculum materials to students, and providing training to teachers about the curriculum and materials.” This means that districts may expend IEFA funds for any activities related to developing, implementing, or delivering IEFA related materials, curriculum, or training to school district staff and students. For example, a district could hire and/or supplement a curriculum specialist to spend time on IEFA curriculum integration; provide stipends to staff who attend IEFA related professional development opportunities; buy IEFA appropriate books for the classroom and/or library; or take students on an IEFA related field trip.

Here are some ideas to consider –

If your school receives \$100 - \$1,500

- Survey staff to find out immediate needs for materials, professional development, and content knowledge of Indian history, Indian contemporary issues, etc.
- Update your library with American Indian fiction, non-fiction, poetry, anthologies, reference materials, tribally specific materials, DVDs, CDs, teacher guides, instructional aids, etc.(see the Resource Guide on the OPI Web site: <http://www.opi.mt.gov/indianed>).
- Offer IEFA- related professional development in the form of online or in-person presentations, workshops, or training.
- Arrange student field trips to American Indian cultural events or historical areas.
- Develop/refine local student assessments to determine proficiency with Montana Content and Performance Standards specific to American Indian content.

If your school receives \$1,500 - \$5,000

- Invite guest speakers to do presentations or workshops for students or staff that corresponds to IEFA.
- Develop a comprehensive professional development library for staff.
- Send staff to regional and statewide professional development focused on IEFA.
- Pay costs for substitutes and travel so that teachers can visit schools and classrooms that are currently implementing IEFA throughout their curriculum.
- Set up groups or committees to review existing curriculum and resources, and provide stipends to those staff members who participate.

If your school receives \$5,000 - \$10,000

- Pay tuition for staff to take IEFA related course work and/or classes offered by institutions of higher learning.
- Create classroom lesson plans or learning trunks/footlockers for teachers to use and share.
- Create teacher handbooks that include information about incorporating Indian topics into the classroom and develop an in-service process for new teachers to the district to catch them up to speed on the district's efforts.

If your school receives \$10,000 and up

- Pay your teachers to research programs and curriculum to find appropriate material they can use to best integrate Indian education topics into their classroom.
- Create student exchanges, both online and in-person, with neighboring districts. The best way to break down myths and stereotypes is through interpersonal relationships.
- Hire staff to assist efforts through research, assistance to teachers, and professional development.
- Include Indian content in the hallways and classrooms, including treaties and other historical and cultural documents, portraits of Indian leaders, and Indian artwork.

